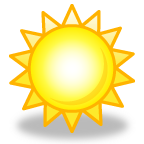
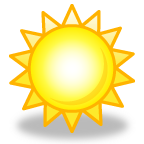
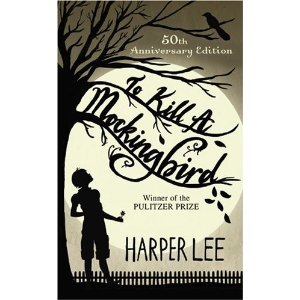
**ENGLISH 10 HONORS **

**SUMMER READING ASSIGNMENT**

**2011**

***[](http://www.amazon.com/gp/product/images/0446310786/ref=dp_image_0?ie=UTF8&n=283155&s=books)***

***Mrs. Mattice***

[***smattice@sabrenet.net***](mailto:smattice@sabrenet.net)

***ENTIRE ASSIGNMENT IS DUE***

***TUESDAY, SEPTEMBER 13, 2011***

***“‘Tis the good reader that makes the good book; in every book he finds passages which seem confidences or asides hidden from all else and unmistakably meant for his ear; the profit of books is according to the sensibility of the reader; the profoundest thought or passion sleeps as in a mine, until it is discovered by an equal mind and heart.”***

**~Ralph Waldo Emerson; from *Success;*** *from Tasha Tudor’s The Springs of Joy*

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Let’s begin with this declaration: literature, for the most part, is not “practical.” It doesn’t tell us how to repair our computers, build a bookcase, or change a tire. What it does do, however, is more subtle and, I believe, more powerful. It takes us out of ourselves, providing transcendent experiences that often leave us shaking our heads in amazement. More importantly, perhaps, it also takes us into ourselves, helping us to process the events of our lives and to produce our own narratives. It provides us studies of successful lives and failures: of what to do and what not to do. Through literature, we live vicariously: we travel, both in time and place; we change genders; we experience melancholy and elation, fear and courage, ignorance and wisdom. We grow, and we know.

This course is built on the notion that literature is greater than the sum of its parts but that knowing both the parts and the sum is crucial. Students of literature need to be conversant in the terms specific to its genres; they need to know something about the various theoretical approaches to literature, and they need to be familiar with the significant works of Western culture.

Finally, literature is grounded in morality. Each text has a moral agenda, whether explicit or implicit. Morality is tied to each of this course’s major themes: Identity and Perception; Truth and Illusion; the Nature of Good and Evil; and Finding Purpose. Literature challenges us to take an informed moral stance: to examine lives well-lived and lives squandered, to examine our values and morals in light of others. Ultimately, literature guides us in developing a moral code with which we can comfortably live.

This course will challenge you academically. You will read constantly, write frequently, and think relentlessly about who you are and how you are. At times you will be confused; at times you will doubt; at times you will curse yourself/your parents/your counselor/your teacher for subjecting you to this torture. If you are committed to the work as well as to listening and learning from each other, this class will ultimately become one in which we are all teachers and students. Each member of the class will have a voice. We will learn from each other, read our writing aloud, work collaboratively on revisions, and share our thoughts, ideas, and observations with one another.

I look forward to a great year. If you have any questions during the summer please feel free to contact me at [smattice@sabrenet.net](mailto:smattice@sabrenet.net). Remember that growth is sometimes painful, and my goal is to cause you to grow. Welcome to Honors English.

See you in September,

Mrs. Mattice

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ENGLISH 10H SUMMER READING ASSIGNMENT

ALL COMPONENTS ARE NOT DUE UNTIL: TUESDAY, SEPTEMBER 13, 2011

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You are required to complete the following for summer reading:

* Read To Kill a Mockingbird by Harper Lee
* Complete the Major Works Data Sheets/Packet
* Complete the Lunch Bag Assignment

During your reading, you will thoroughly complete a Major Works Data Sheet packet for the novel. The packet is provided for you. Any responses that are illegible, incomplete, or lack obvious time, effort, and critical reading will be graded poorly. Here are some suggestions to consider:

* Your plot summary should be one well written, well developed paragraph encapsulating the work as a whole. DO NOT RAMBLE!
* You should select three memorable quotations. Use ellispses (...) if the quotation is long. You must discuss WHY the quotations are important, not when the line was said or what the line is saying. Do not merely paraphrase.
* DO NOT attach additional paper. If what you want to say doesn't fit on the major work sheet, edit yourself. In addition, please use appropriately sized handwriting. Don't write so small that your work is illegible just to make things fit. What you want to say should fit in the boxes!
* A theme is a statement (a complete sentence!) we know to be true about life after reading a literary work. Please determine TWO possible themes for each work. Be sure to explain thoroughly why you chose these as themes.
* IMPORTANT: It is easy for any of us to go online and research this novel. Spark/Cliff’s Notes, etc. are readily available too. The information from these sources WILL NOT help you achieve an A on this summer reading assignment. I am looking for your own ideas, thoughts, and insights. I would much rather you take a risk at a new idea than to simply take something someone else has already stated before. Remember- YOUR voice is what I want to hear!

Feel free to email me if you have any questions:

[smattice@sabrenet.net](mailto:smattice@sabrenet.net)

HOW WILL THE MAJOR WORKS DATA PACKET BE GRADED?

MAJOR WORKS PACKET RUBRIC

**9-8 Superior** packets are specific in their references, cogent in their definitions, and free of jumbled ideas that are not relevant to the question. These packets need not be without flaws, but they demonstrate the writer's ability to discuss a literary work with insight and understanding and to control a wide range of the elements of effective voice. These packets provide original ideas and thoughts. They are not filled with ideas from other sources or literature guides. They reflect thought, voice, and effort. At all times they stay focused on the prompt, providing **specific support**--mostly through direct quotations--and answers are original and do not rely heavily on Spark/Cliffs notes, etc. (A; A-)

**7-6** These packets are less thorough, less perceptive or less specific than 9-8 packets. They are **well written but with less maturity and control**. While they demonstrate the writer's ability to analyze a literary work, they reveal a more limited understanding and less stylistic maturity than do the packets in the 9-8 range. There are less details and insights than the 9-8 packets. (B; B+)

**5** Safe and “plastic,” **superficiality** characterizes these packets. Discussion of meaning may be **formulaic**, mechanical, or inadequately related to the chosen details. Typically, these packets reveal simplistic thinking and/or immature writing. They usually demonstrate inconsistent control over the elements of reading comprehension and are not as well conceived, organized, or developed as the upper-half packets. However, the writing is sufficient to convey the writer's ideas, stays mostly focused on the prompt, and contains at least some **effort to produce analysis,** direct or indirect. Some ideas are developed more than others. (B-; C+)

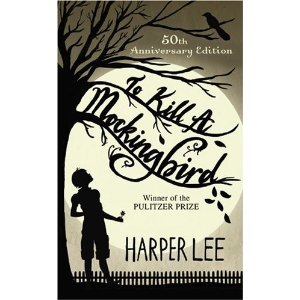
**4-3** Discussion is likely to be unpersuasive, perfunctory, **underdeveloped** or **misguided.** The meaning they deduce may be inaccurate or insubstantial and not clearly related to the question. Part of the question may be omitted altogether or is incomplete. The packet may convey the writer's ideas, but it reveals **weak control** over such elements as diction, organization, syntax or grammar. Typically, these essays contain significant **misinterpretations** of the question or the work they discuss; they may also contain little, if any, supporting evidence, and practice **paraphrase and plot summary at the expense of analysis**. These packets do not demonstrate a thorough summer’s worth of effort and time. (C-; D)

**2-1** These compound the weakness of packets in the 4-3 range and are frequently and unacceptably **brief.** They are **poorly written on several counts**, including many **distracting errors in grammar and mechanics or illegible writing.** Although the writer may have made some effort to answer the questions, the views presented have little clarity or coherence and are not acceptable for an honors course. (F)

LUNCH BAG ASSIGNMENT

Your Task:

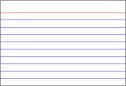
Step One There have been several different book covers done for this novel over the years. On your paper bag draw/color/sketch/design an original book cover for this novel. Your bag should have the title and author on it. This should not look like any covers of the novel that are currently published. It should be your own work. Do not use clip art or Google images. Be sure your paper bag cover is visually appealing and proves a deeper insight into the themes/events of the novel

[](http://www.amazon.com/gp/product/images/0446310786/ref=dp_image_0?ie=UTF8&n=283155&s=books)

Step Two Place a total of 5 items in the brown paper bag. These 5 items should somehow represent 5 different characters from the novel. Consider all of the characters and events you read and studied from Harper Lee’s To Kill a Mockingbird. Don’t choose an obvious example, like “pennies.” Be creative! Try to challenge your peers, but do not share what is in your bag with anyone else! For example, can you match the character with the images below?

[See full size image](http://cadeiadevalor.files.wordpress.com/2009/06/new-coca-cola-bottle.jpg)[](http://www.boston.com/ae/theater_arts/exhibitionist/scissors1.jpg)[](http://3.bp.blogspot.com/_oRm5qyDsO0k/SGQ4ffSno2I/AAAAAAAAAT8/GMyqdf6x-_w/s320/lane-cake-oh-1677908-l.jpg)

Step Three On an index card or a small piece of paper the size of an index card, write your name and list what your 5 items are that you placed in your actual bag. State what the item is, what character it corresponds to, and briefly explain where in the novel this is proven. The class will be guessing who the characters are, so read and think carefully. Try to make it hard for them! Place the index card inside the decorated/designed paper bag along with your 5 items. Write your name clearly on the bottom of your bag.

[](http://i187.photobucket.com/albums/x317/annaappleeye/IndexCard.gif)

**Major Works Data Sheet**

*Honors/Advanced Placement Literature and Composition*

|  |  |  |
| --- | --- | --- |
| Title:  Author:  Date of Publication:  Genre: | | Biographical Information about the Author: |
| Historical Information: | |
| Characteristics of the Genre: |
| Plot Summary: | | |
| Describe the Author’s Style: | | Provide an example that demonstrates the style: |
| *Memorable Quotes* | | |
| Quotes | Significance of each Quote: | |

|  |  |  |  |
| --- | --- | --- | --- |
| Characters | | | |
| Name | Role in Story | Significance | Adjectives |
|  |  |  |  |

|  |  |
| --- | --- |
| Setting | Significance of Opening Scene |
|  |  |
| Significance of Ending or closing scene |
| Symbols | Opinion of the Novel |
|  |  |
| Possible Themes | |